



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

tions, colleges of letters, law, dentistry, and medicine. Why not in nursing schools? Men who are practising law or medicine under diplomas from bogus colleges are prosecuted, if such facts become known. Why should nurses holding similar certificates be allowed to go on unmolested working an unspeakable wrong to themselves, to their patients, and to the whole profession of properly trained nurses?

It is well known that from motives of economy any and all kinds of institutions establish training-schools without any regard to how restricted the field may be from which the nurses must gain their experience—eye and ear hospitals, hospitals for diseases of women, of children, sanitarium for cold-water therapy or electrical treatment, institutions for cure of drug habits and alcoholism. Young women who have served a term in these institutions are given diplomas and take their places in the world as trained nurses. The women themselves do not realize that they have no right to the name.

How best to reach and right this monstrous injustice is a serious problem, and it is possible that in accomplishing this great good to the many hardship will fall upon the few. But even at such a price the object gained is surely worth all it may cost, and all effort and endeavor should be put forth to save the young and earnest toiler who has earned by faithful service the right to an equipment for the battle of life, and who finds herself at the supreme moment, when she is entering the fray, with empty hands.

---

## HOME ECONOMICS

By ALICE P. NORTON

Assistant Professor of Home Economics of the School of Education, University of Chicago

(Continued from page 108)

### II.

It is always well for us to take a broad view of our work and see it in its relations. The one whose idea of the home is comprehended under shelter, food, and clothing will both lack a motive for giving effective help, and will find her power to give it circumscribed.

It is only as we understand something of the meaning of the home, as we see that it is responsible for the development of character and for the formation of high ideals, as we realize that even on the physical side it involves the application of modern science and art, that we are in

a position to contribute to its efficiency. The chart given below suggests in outline the scope of home life:

- |  |  |
|--|--|
| <p>I. The Home.</p> <ol style="list-style-type: none"> <li>1. Historical development.</li> <li>2. Relation to other social institutions.</li> <li>3. Function in society.             <ol style="list-style-type: none"> <li>(a) Propagation.</li> <li>(b) Location and defence.</li> <li>(c) Production and transmission of wealth.</li> <li>(d) Intellectual and social training.</li> <li>(e) Ethical and religious training.</li> </ol> </li> </ol> <p>II. Formation of the Home.</p> <ol style="list-style-type: none"> <li>1. The family.</li> <li>2. The house.             <ol style="list-style-type: none"> <li>(a) Location and surroundings.</li> <li>(b) Domestic architecture.                 <ol style="list-style-type: none"> <li>1. Plan.</li> <li>2. Foundations and cellar.</li> <li>3. Plumbing and drainage appliances.</li> <li>4. Heating and ventilating apparatus.</li> <li>5. Lighting.</li> </ol> </li> <li>(c) Domestic art.                 <ol style="list-style-type: none"> <li>1. Floors and walls.</li> <li>2. Furniture.</li> </ol> </li> </ol> </li> </ol> | <p>III. Maintenance of the Home.</p> <ol style="list-style-type: none"> <li>1. Care of house for cleanliness.             <ol style="list-style-type: none"> <li>(a) Care of plumbing.</li> <li>(b) Heating, ventilating, and lighting.</li> <li>(c) Removal of dust and dirt.</li> </ol> </li> <li>2. Food.             <ol style="list-style-type: none"> <li>(a) Selection.                 <ol style="list-style-type: none"> <li>Food materials.</li> <li>Dietaries.</li> </ol> </li> <li>(b) Preparation.                 <ol style="list-style-type: none"> <li>Cooking and serving.</li> </ol> </li> <li>(c) Dangers.                 <ol style="list-style-type: none"> <li>1. Adulterations.</li> <li>2. Meat and fruit supply.</li> <li>3. Milk supply.</li> <li>4. Water supply.</li> </ol> </li> </ol> </li> <li>3. Clothing.</li> <li>4. Home nursing.</li> </ol> <p>IV. Administration of the Home.</p> <ol style="list-style-type: none"> <li>1. Relation of different members of the family.</li> <li>2. Training of children.</li> <li>3. Domestic service.</li> <li>4. Financial management.</li> </ol> |
|--|--|

With many of the topics suggested the nurse may have little to do. The development of the home and its work in society is a subject with which the sociologist must deal. Yet we all have homes, many of us help to make them, and we need an ideal towards which to work. Whether the present tendency of the home to shift upon the school and other agencies its responsibility for the intellectual and moral training of the family is a wise one, whether the household industries help to make the home, or whether the laundry work, the cooking, and the sewing should follow the spinning and the weaving to the large centres of production, whether coöperative living is the ideal of the future,—these are all questions that modify our relation to the home and our work in it. We are influenced more by our ideals than we often realize.

The architecture of the house is primarily a matter for the architect.

Yet the plan of the house, its convenience of arrangement, the adequacy of its heating and ventilating arrangements, the dryness of its location, have so real and definite an effect upon the health of its inmates that neither the householder, the nurse, nor the physician can afford to be ignorant of this branch of household science.

That part of the subject which has its most immediate application in our daily living, and in which the nurse will be most often looked to for advice and help, is included under the "Maintenance of the Home." This constitutes what we generally think of as "housekeeping." Even this is not so simple as it seems. The writer who said that "any bright girl could learn all there was of housekeeping in six weeks" certainly did not realize that the housekeeping of to-day, in its possibilities, requires far more knowledge than was available a generation ago. We may, indeed, do the actual work of the house well with no knowledge of chemistry or physics or bacteriology, but, after all, someone must make the application of these fundamental sciences to housekeeping and give the results to others. We may learn the details of housework, but we cannot learn "all there is about housekeeping" in six weeks, or six months, and some of us would be inclined to add, or six years.

In this series of articles we propose to discuss some of the house-keeping problems of to-day in the light of modern science.

(To be continued.)

---

## THE TRAINING OF NURSE-MAIDS \*

By N. E. NAIGHT

Children's Free Hospital, Detroit, Mich.

THE object of this paper is to present a brief synopsis of the history of the Children's Free Hospital of Detroit, and in connection with it I especially desire to bring before you the subject of training of nursery-maids as a branch of our hospital work.

The Children's Free Hospital was organized December, 1886, and incorporated January, 1887. The object, as set forth in the articles of incorporation, is "to care and provide for sick and suffering children, under twelve years of age, whose parents or friends may be unable or unwilling to care for them, and to furnish such medical and surgical aid as they may require."

\* Read at the ninth annual meeting of the American Society of Superintendents of Training-Schools for Nurses, at Detroit, September 9-11.